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Teach because teaching is a dedication of all that is best in you to all that is best in those about you—to fathers and mothers whose fondest hope is in their children, to the little child who trusts the world of grown-ups to guide him toward the light.

Teach because as a patriot you owe it to your country and as a human being you owe it to humanity.

#### *Self-Respect Through Elevation of Occupation*

Educational opportunity is a fundamental principle in American life. Teaching is therefore an occupation vital to the country's welfare, and, for that reason, elevating as a career. *Self-respect* accompanies anything we do that is worth while.

#### *Public Appreciation*

Public appreciation is accorded all teachers, and very generously accorded some teachers. Personal worth counts for more in teaching than in many other professions.

#### *Freedom from Worry*

Teaching is not usually a seasonal occupation. Employment is at least annual, and, more and more, protected by civil service regulations assuring tenure of office. *Freedom from worry* is an important asset in life and especially so when it extends throughout one's career and when it will continue after retirement through pension provisions.

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### TEACHERS' SALARIES MUST DOUBLE

School Budgets in American cities should be twice as large as before the war, according to an analysis of public school statistics given out by the Russell Sage Foundation. The report maintains that teachers' salaries should now be double the pre-war figures in order to obtain the same quality of educational service. The cost of school buildings is declared to have trebled in the last five years.

These findings are made public in a volume, entitled "Trends of School Costs." The author is Dr. W. Randolph Burgess, assistant director of the department of education of the Russell Sage Foundation.

During the five years since 1915 the salaries of teachers have increased on the average of 45 per cent, as compared with a 100 per cent increase in the wages of laborers. A comparison of teachers' salaries and the cost of the necessities of life each year for the past eighty years makes it clear that in the past two years the purchasing power of the teachers' salary has been less than any other time since the civil war. The report maintains that the only way to retain efficient teachers in service and at the same time attract able men and women to teaching is to bring salaries to a level corresponding to the level of the wages in other occupations, and the level of the cost of living. This is taken to mean bringing salaries to a point just double the pre-war figures.

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### Can You Make the Application?

Editor's Note—Read this bulletin sent out by the U. S. Dept. of Education for Kindergartners. Consider their methods of pushing work. How far do they apply to pushing music?—P. W. D.

#### SUGGESTIONS TO KINDERGARTEN TEACHERS

1. That every kindergartner become a member of an association of kindergartners. If no such organization exists in your community, form a club of persons who care about children; unite your efforts with those of other kindergarten clubs in the State, and thus organize a State association. A club of 5, 10, or 15 people is of far greater value in a neighborhood than the same number of people working individually.

2. That kindergartners do all in their power to secure in their respective States legislation favorable to kindergarten extension.

3. That kindergarteners become responsible for inserting news items and kindergarten articles in local newspapers, and that they distribute literature at local, county, and State fairs, and at educational conventions and institutes.

4. That every club of kindergartners provide itself with a set of lantern slide pictures of kindergarten activities, charts, and graphs, and lend these to extension workers in the State.

5. That kindergartners cooperate closely with other organizations and request a place for the kindergarten on the program of every local, district, and State meeting of Women's Clubs, Congress of Mothers, Sunday School workers, etc. Make an effort to have the kindergarten included in the program of the general session of the State Teachers' Association every year.

6. That a demonstration kindergarten is an effective, because concrete, way of proving the worth of the system. In pioneer days Kindergarten Associations supported free kindergartens in order to pave the way for public school classes. Pioneer methods are still needed. Influential men and women are still willing to perform this service. Kindergartners should encourage the formation of such associations, respond to requests to speak before groups of people, and outline for them a course of action.

7. That kindergartners encourage young women to prepare themselves for kindergarten teaching. Considered as preparation for homemaking and motherhood, or as a profession, kindergarten training has more to offer a young woman than any other form of specialized education.

#### *Opportunity for Personal Growth*

No other work gives more opportunity for *personal growth*. The teacher is engaged in actual teaching not more than two hundred days in the year. The week-ends and vacations afford her leisure to cultivate personal tastes or talents, to enjoy music and pictures, to be outdoors, to travel, to form enriching friendships.

#### *Teaching, a Career*

Teaching is not a temporary makeshift. Those to whom it proves congenial may follow it as a *career*. They may specialize and they may advance to increasingly responsible positions, gaining in salary and enjoying the greater challenge to their powers and abilities.

#### *Teaching, a Broad General Training for Other Work*

Once a teacher, need not mean always a teacher. But once a teacher, has meant to former teachers, who responded to a call to perform some other kind of service, a foundation in outlook, executive ability, poise, and knowledge of human nature, that has enabled them to outstrip their fellows in the new field.

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### THE HIGH SCHOOL CHORUS

By T. P. GIDDINGS, Head of Music Dept., Minneapolis, Minn., and  
EARL L. BAKER, Supervisor of School Music, West High School

First in importance is the high school chorus. This is the big thing musically in our school and to it has been given much thought and attention. The chorus work should be a sane and attractive combination of *hard* work and recreational singing. A pupil goes to school to learn the use his brain on the problems of life. To both teacher and pupil the lesson of the day is too often the end instead of the means of mental training. The importance of the chorus lesson itself should be kept constantly before the students, but since the *way* he gets it is still more important, that should be impressed upon him continually.

#### *Mental*

In the chorus the pupil should be taught to train his brain so that he can use it in a rapid, accurate manner. While in every other subject except music accuracy is demanded, little or nothing is said of the speed with which the mind should move. Though speed is one of the main elements of efficiency, in the

education of the child it is often ignored. In reading music the pace is set; the mind must keep up. This cultivates a habit of rapid mental action that is useful in all lines of activity. Yes, it is true as President Eliot says, "Music, rightly taught, is the best mind trainer on the list."

A great flaw in the education of the young, as it is now carried on, is its development of selfishness. The pupil is goaded to his work by having held up to him the inducement that, if he studies hard, he will get something out of it for himself. Seldom is it suggested to him that if he studies hard he may be able to do something for someone else. It should be shown to high school students that if they can play or sing, they can give pleasure to others. When a student is in the chorus he must learn that he must do his part well in order that others may do their part well. Thus the great lesson of co-operation that the world so sadly needs is brought home to the boy or the girl in a way that is most effective.

#### *Initiative*

The greatest thing we can develop in the pupil in any line is initiative, no matter what form or direction it takes. The pupil who has initiative will be able to go out into the world and carve a place for himself far more easily than the one who simply does what he is told. There is a fine field for the development of initiative in the chorus classes. The pupil who leads his section of the chorus is developing courage to do many things without being pushed or prompted. It takes courage of a fine order to start in and sing a part in a chorus and run the risk of doing it wrong.

One of the best ways to secure efficiency is to develop the initiative of the pupils as early as possible. Teachers frequently do too much directing. Indeed they are apt to direct every move the pupil makes. In some cases the average class would be wholly unable to leave the building at all unless some teacher stood near and said, "turn, stand, pass," at them. This is especially true of the **lower grades**. It has its logical result in the upper grades and high school, and is the principal reason for all the criticism directed toward the inefficiency of pupils after they leave school.

#### *Organization*

If we are to have perfect organization in our high school chorus classes we must first see to it that the music room is properly heated, lighted and ventilated. A little care and forethought regarding these three fundamentals will insure more perfect work from our classes. But, if neglected, the concentration, attention and musicianship will suffer. It is needless for me to go into detail about light, heat and ventilation, as you already know what effect they have upon your own actions if they are neglected.

We will now assume that the passing bell has rung and that the class is entering. The page of the first song to be sung has been placed on the black board beforehand. This is valuable as it teaches the pupils to be alert and to think the moment they enter the class room. It also saves the teacher's voice.

The books, supplied in our city by the board of education, have been passed by the librarian before the first hour. The books should be piled neatly at the end of each hour. If they are allowed to lie around in a disorderly manner, the pupils are sure to handle them in the same manner, and as music is nothing but orderly thinking, why make it disorderly by having even the books handled and piled carelessly. It is best if the supervisor will remain seated while the class is assembling, as standing with a watchful military spirit, (this is not pro-German) means, that you fear disorder. The pupils know this and you can rest assured that they will live up to their reputation.

We used to think that it was wise to start singing as soon as a few students were in their places. The result was unsatisfactory as it did not hurry the other students, and because of the noise in coming in and finding the page, the music, instead of being beautiful and orderly, was chaos. Therefore we assume that owing to the large number in chorus, many more in this class than in any other

recitation, the pupils have a right to discuss the new teacher, the football game, a bit of gossip, etc.

The pianist should be seated at the piano before the class is called to order and should be ready to respond to any cue or word from the instructor.

A good chorus accompanist is a prime requisite but hard to get. Accompanists should be developed from among the pupils whenever possible, as playing for a chorus is a splendid training for a pianist. The piano should be an accompaniment, and not a leader or coverer as it so often is. The piano cleverly played will help the chorus wonderfully. Improperly used, it will do more to spoil a chorus than anything that has yet been devised.

Thus far we have eliminated everything that might cause disorder, inattention, lack of musicianship; namely, light, heat, ventilation, books, work on board, pianist, no talking as yet by teacher.

The pupils are seated for eight parts with the poor ears in front and the good ones in the rear of the room.

The logical way to seat a chorus is to have the sopranos at the left of the leader, then, in order, the altos, tenors, and basses. This plan is often not feasible, especially in a large class, as the parts cannot hear each other. When this is true, it is better to put the basses and sopranos in the middle, the tenors to the left of the basses, and the altos to the right of the sopranos like this:

*Tenors, Basses, Sopranos, Altos*

With this arrangement, the pupils are sure to hear at least three parts distinctly, two of these being the important ones, bass and soprano.

After the pupils are seated, the first day of each term they fill out attendance cards on which is neatly printed the following information: Advisor's last name, pupil's last name, part pupil sings, how many terms of chorus they have had, what grade school they were graduated from. These cards are placed properly on an attendance chart. It is necessary to use cards which can be moved about readily as we are continually shifting pupils, i. e., those who have poor ears and those who are disorderly.

(To be continued in our March issue.)

## Notes from the Field.

The music teachers of Kentucky are issuing a Journal all of their own under the editorship of four of our stalwart National Conference members—Caroline B. Bourgard, Louisville; Franz J. Strahm, Bowling Green; S. S. Myers, Richmond; and Helen Boswell, Louisville. It is an attractive, newsy sixteen page pamphlet which aims to put pride and push into the music teachers of Kentucky. We congratulate the editor and the state and wish them abundant success. May their example be widely followed!

As an example of the good material these Kentuckians are presenting we quote the following portions of a reprinted article by Helen McBride on "Why Should Music be Taught in Every Kentucky School."

"Music gives you courage," said a lad of eight years, in answer to the question, "What is musical training good for?" He went on to tell, in his simple way, the story of the relief of Lucknow, the desperate little band of English, having given up in despair, when the distant sound of the pibroch brought them fresh hope and strength.

Teach your children the songs of your country. What brings to one so keen a pride in one's native land as the sound of the national anthem, one's own voices swelling the chorus? Does every Kentucky child know "My Old Kentucky Home?"

Do parents realize that in giving their children "ragtime" at home and elsewhere, they are irritating the nervous system and producing an excitement as vicious in its way as the taste for stimulants of any other kind? Do they know